

What is poverty? (3/B)

Headlines

- What is poverty?
 - Mental
 - Emotional
 - Spiritual
 - Money
 - Contacts/community
 - Comparative – their own values
 - Physical – including health
 - Resources
 - Knowledge
 - Skills
 - Control over them from external forces
 - Rights – control over them from external forces
 - Security – fear of future etc
 - Cognitive ability
- Hierarchy of needs, knowledge valued over skills
- Empowerment, values and comparisons

Actions

- Educational change – judgements and social norms
- National conception change needed to value our country and success and failure in other ways

Encouraging activism and awareness at the local level: Human Trafficking (36/b)

Headlines

- Current legislation and is it appropriate
- Moral issues involved
- How to raise awareness locally

Actions

- Buy Fairtrade
- Understanding and know how to act (eg phone Crime stoppers)
- Sign petitions

What would be different if Ubuntu was the basis for policy decisions? (5/b)

Headlines

- The change needs to be fundamental – what we value needs to change – which in turn will affect what we measure and then the direction we head in.

- How do we value what people give/contribute rather than what they get (financially). Shift from GDP to positive impact on society and planet.
- Shift from individual to collective responsibility
- Shift from rewarding competition to rewarding collaboration

Actions

- Change the goal of society and measurement of success to more than money – social and planet outcomes
- Use taxation (& Law & Policy) to 'value' the contributions of individuals and companies to community and environment
- Replace FTSE 100 as a visible sign of successful business to 'good' business 100 as the most constructive or beneficial to the planet
- Measure schools success not just by GCSE results but by pupils capacity and opportunities to make a positive impact on society
- Scrap the current hierarchical and monetary 'Honours' system with community awards for making a difference
- Make part time work the norm (no unemployment) and encourage and promote voluntary and community activity in extra days
- Support/promote Lets schemes and local currencies to increase localism/community/diversity
- Encourage a society where the answer to the question "what do you do?" isn't just "what are you paid money for?" – but what you contribute eg voluntary work, creative expression, family support etc...
- Change job title to reflect this eg receptionist to head of arts impressions

How to improve long term outcomes for children in care (32/b)

Headlines

- We like the Danish pedagogue system! We spend money dealing with disadvantage children when we should be spending money preventing the damage
- Children in care placements can be moved from one placement to another simply because the second placement is cheaper!
- We rely on 'ordinary' families to foster damaged children – lose/lose situation

Actions

- Make outcomes for children in care a key performance indicator ie if x care leavers end up in prison within a specified

time course after leaving care then your council/service is failing. Or, you set a target for getting care leavers into university – if you miss it, you're failing. The data exists but it is not influential.

- State intervention is to prevent negative outcomes earlier ie viewing emotional damage as being as physical damage, and understanding that emotional development in early years is key. This is likely to require increased willingness to remove children from birth families in infancy
- Where children remain with birth families, these families need increased support (lower social work case loads for example) and better education for those parents
- Raise awareness – there are a lot of people who don't know that children's homes still exist!

Voices from the edge (19/b)

Headlines

- Those excluded and poor do not feel invited. How can an invitation be issued?
- With resource restrictions – how do initiatives get set up or developed?
- Communication access should be of greater value than cutting costs. How can it be made wider?
- Dependence on computer technology creates some forms of exclusion.

Actions

- Possibilities of creating a process for speaking/listening/influencing
- Inviting a group to meet – whatever interest binds them.
- Using an initial questionnaire to get starting points.
- Meet in groups in which one can be confident ??? valued/comfortable
- Call an open meeting to sound out ideas
- Challenging and breaking down stereotypes
- A come and be heard meeting and listen to what comes up– defined by say age group, gender, ethnicity
- Organise so that the span of interest can be represented
- Variety of ways of contacting and creating groups
- Any role for Golden Oldies who have time, energy and willingness
- Working local networks to foster inclusion
- Create engagement with younger age groups and within the ??? – meet them where they are
- Working on development of emotional resilience

- What are the values/experiences that youngsters find in 'slapping', Facebook etc - Get to the heart of those behaviours and reimagine how they might be met in other ways
- Respecting subcultures but find ways of engaging, challenging, sharing, learning
- Celebrate and foster multiple identities
- Funding, funding, funding
- Accessible language for those in poverty/S.E.
- Look for positives
- Events needed for young people to feed into this
- Inter-generational work
- Ongoing and persistent work to build on trust with young people
- Build on relationships between young/those in poverty/exclusion
- Slowly – don't remove them from their comfort zones (family/culture)
- Consider financial consequences of cuts

Harnessing the experience and resources of old people (15/b)

Headlines

- Learn from other cultures' respect for the elderly
- Council of elders
- Quilting culture
- Older people have time to listen, to offer, to help, to teach.
- Eldership project for theatre professionals – 'House of Lands'
- Sense of history heals the social fabric
- Decline of family meals

Actions

- I-shed at Watershed ran projects helping elderly to tell their stories digitally.
- Link elderly with families lacking grandparents – most are eager to forge relationships
- Professional forums can provide intergenerational inclusion.
- Skills exchanges, kids teaching elderly IT – elderly teach kids how to grow potatoes!
- Schools involve elderly regularly when studying World War 2
- Use secondary schools to hold intergenerational meets
- Set up register of skills – those who can baby sit, tell stories, cook
- Keep elderly in the community – fewer retirement ghettos

Fear of public services being decimated (24/b)

Headlines

- How savage will the cuts be
- Mutual friendly co-ops enterprise or solution?
- Bankers – financial and Government institutions

Actions

- What is the cause – structural deficit?
- Can we develop and whom do we go to for co-ops
- What collective/individual action can we take to ???shortfall in public services?

How can we take back the wealth of the rich and use it for the collective good? (30/b)

Headlines

- Social democracy vs revolution, anti-statism
- Fairer taxation, cut tax evasion, cut high salaries in the public sector, banking regulation, workplace democratisation
- Need for unifying narrative of co-ordinating opposition and take to the streets

Actions

- Everyone move their bank account away from 4 major banks
- Changing the discourse away from the morality of wealth towards social equality
- Take to the streets on 19 Feb and 26 March
- National strike/ civil disobedience. Get the Government out – it has no mandate
- Minimum and maximum wage

ESOL & Access to childcare for women (25/b)

Headlines

- No money into ESOL & childcare - causes problems for vulnerable women
- No English – no integration
- High demand impacts on health and wellbeing and employment

Actions

- Develop a childcare strategy to support parents to access training/ employment and adult education
- To support parents to communicate more with parents from different/ under-privileged backgrounds
- Giving parents and children the opportunities to meet positive situations to enable social mobility
- Develop a cultural centre for the community!

How to create a sense of spiritual unity across all people while retaining religious diversity (4/b)

Headlines

- Need a moral code for contemporary times
- Meet the edge between one truth and many truths
- Mountain with spiritual realm at top, lots of paths going to it from different groups into different languages and beliefs
- Idea of evolving religion is a new concept.

Actions

- Don't just teach in schools what different religions believe, but encourage them to explore "what do you think, feel, believe?"
- Have a website/ Twitter that explores what different religions have in common
- Talk what your beliefs and spiritual life with everyone you meet with openness to hearing different beliefs. Introduce the concept of we all enter the same spiritual realm with our individual spiritual priorities and express our experience using the language, images, beliefs and concepts of our tradition, dependent on our personal and cultural history

How to create a fun revolution? (27/b)

Headlines

- What is fun?
- Too many things to mention

Actions

- Challenge risk culture and stereotypes
- New art forms to express feeling – combat, sport and theatre
- Competitions – computer games, community theatre
- Twinning postcode areas
- Stop being singular
- Football and debate